

Introduction

Introduction to Module 2

Your child may have an identified disability, or you may suspect your child has a learning disability and are unsure of what to do next. Learning how to navigate the special education system can be difficult for any family but can be an even greater challenge for military families whose educational environments are constantly changing. For a child in a military family where homes, schools, and neighborhoods frequently change, parents are the constant factor. As you learn the system and interact with professionals, remember that you are the expert on your child and that no one else has greater knowledge of or interest in your child.



Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is the special education legislation that guides school systems throughout the United States, its territories, and the Department of Defense (DoD) in educating children with special needs. Part B of the IDEA establishes the educational requirements for children with a disability from ages three to twenty-one, and defines six principles school systems must meet:

1. Free and appropriate public education (FAPE) — providing an education at public expense, under public supervision and direction
2. Appropriate evaluation — gathering the information necessary to help determine the child's educational needs and to guide decision making about appropriate educational programming for the child
3. Individualized Education Program (IEP) — creating a written statement of the educational program designed to meet the individual needs of a child with a disability
4. Least restrictive environment (LRE) — providing a setting where a child with a disability can receive an appropriate education designed to meet his or her special needs while ensuring the child is only separated from his or her non-disabled peers when the nature of the disability is such that the child cannot achieve satisfactory progress in a general education classroom, even with supplementary aids and supports

Special Education

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5. Opportunities for meaningful participation — providing opportunities for parents and students, when appropriate, throughout the special education process
6. Procedural safeguards — ensuring the rights of the child and of the child's parents are protected, and establishing clear steps to address disputes

The IDEA ensures that all children with special needs have access to a FAPE; that the rights of the child and of the child's parents are protected; and that teachers and parents have the necessary tools to help the child meet his or her educational goals and to assess the child's progress. For more information about the IDEA, go to <http://idea.ed.gov>.

Key Components of the Special Education Process

When a child is having trouble in school, it is important to find out why. The special education process, depicted in Figure 2-1, is the process by which children are identified as having a disability and in need of special education and related services. Each key component of the process is discussed in more detail beginning on [page 2:4](#).

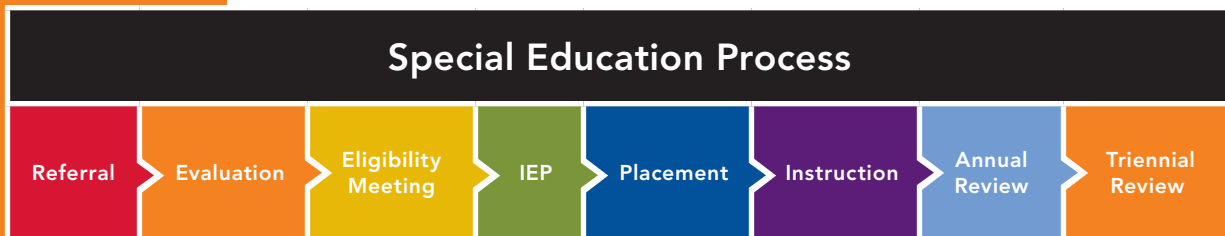


Figure 2-1: Special Education Process

Child Find

Child Find is the on-going process used by states and the DoD to identify children and youth from birth through twenty-one who may be eligible to receive special education and related services because they have developmental delays or disabilities. All schools must conduct an awareness campaign as part of Child Find to inform the public that every child with a disability is entitled to a FAPE designed to meet the child's individual needs.

If you are concerned about your child, contact your child's school to request information about Child Find and, if needed, to schedule a screening. The Child Find screening may lead to a formal referral of your child to the school's special education committee for evaluation of a suspected disability.

Pre-referral Interventions/ School Intervention Team

If you feel your child is having trouble reaching his or her educational goals, you should contact and then meet with your child's teacher to discuss your concerns. Meeting with the teacher provides an opportunity to explore strategies to help your child be more successful in school. In addition, an intervention team at your child's school may be asked to review your concerns and make additional suggestions about procedures and practices your child's teacher can implement to address any difficulties he or she is having in the classroom.

School intervention teams have many names such as School Assistance Team, Student/Staff Support Team, Student Intervention Team, or Problem-Solving Team. The focus of the team is to provide support for struggling students by working with the teacher and other providers to identify the child's areas of weakness, and design interventions to increase his or her chances for success. If these interventions are successful, a formal referral for special education is not needed; a referral to the school's special education committee may be made if the child does not progress.

Procedural Safeguards

Procedural safeguards are a set of requirements included in the IDEA establishing the educational rights and responsibilities for children with disabilities and their parents. The safeguards are the foundation for ensuring the provision of a FAPE to children with disabilities.

The IDEA requires that parents be included in every step of the special education process. Procedural safeguards must be in place to ensure that parents

- participate in meetings related to the child's evaluation and educational placement;
- provide written consent before the child is evaluated;
- have access to evaluation results;
- provide input about their child's growth and development;



Every state has a Parent Training and Information Center and a Protection and Advocacy Agency. These two organizations will help you learn how to advocate for your child within the public school system. If you have a concern, do not hesitate to contact these agencies. To locate your state agencies, visit www.militaryhomefront.dod.mil/tf/efmp/resources and www.napas.org.

Your school system must communicate with you in a way you can understand. If English is a second language for you, the school will attempt to provide information in your native language.

Prior to the evaluation, you may want to talk to a trusted friend about how you feel about the evaluation process. Write down any questions or concerns you have and contact the evaluator, or ask at the evaluation conference.

- have access to school representatives so they can question any results they may disagree with;
- provide consent for the provision of special education and related services;
- have an opportunity to examine the child's records; and
- are provided prior written notice before the school takes or refuses a specific action.

Referral

A referral to the special education committee is the formal first step in the special education process. A parent, the child's teacher, another teacher, a health care provider, or other provider familiar with the child who notices a lack of progress or signs of physical or behavioral challenges that interfere with learning can initiate a referral. Generally, the referral is submitted in writing and most schools have a specific referral form.

After a referral is made, a special education committee meets to determine if the child needs a full and comprehensive evaluation. If the special education committee decides an evaluation is needed, the school will request the parent's permission, in writing, to evaluate the child. A child cannot be evaluated without written parental consent.

Evaluation

The evaluation is a series of tests and procedures the school system uses to identify a child's areas of strength and weakness, and to determine a child's eligibility for special education services. The evaluation must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parents. When conducting an initial evaluation, providers complete a comprehensive assessment of the suspected disability and the child's educational performance and needs. The evaluation provides insight into the factors that may be interfering with the child's educational success.

A child's functioning in the following areas may be assessed:

- academic — current level of performance in the areas of reading, mathematics, language arts, and general information
- cognitive — intellect (ability to reason, remember, and understand)
- behavioral — ability to pay attention, the quality of the child's relationships with children and adults, and the child's behavior at home, school, and in other settings
- physical — vision and hearing acuity

- developmental — progress in areas such as understanding and responding to language, social and emotional levels, mobility, and ability to organize
- speech and language — receptive language (understanding what is heard) and expressive language (making oneself understood by others)

A review of existing data is another source of information used during the evaluation process to help the team understand the child's strengths and needs. The review of existing data includes the child's classroom work, performance on state and district assessments, information provided by the parents, observations by the teacher, and data from other sources.

The IDEA requires that the school system have procedures in place that ensure

- the evaluation is appropriate for the child and the child's suspected disability, and is without cultural bias, and that
- the assessment is given in the language the child is most comfortable with, whenever possible.

You know your child and it is important that you share your insight about your child. In fact, without your input, the school cannot have a complete picture of your child's personality and capabilities. Sometimes talking to teachers and professionals about your child's areas of weakness may be uncomfortable; however, without your perspective, the school system cannot fully understand your child and help him or her overcome or minimize areas of delay.

Remember, parental consent for an evaluation is not consent for a child to receive special education services. The school must have an informed consent before providing services.

Eligibility

After the evaluation is completed, a meeting with the parents and members of the special education committee is scheduled. The purpose of the meeting is to review the results of the assessment, to compare the evaluation results with the definitions of various disabilities defined in the IDEA, and to determine if your child has a disability that qualifies him or her for special education and related services.



The initial evaluation for special education must be completed within sixty days of parental consent, unless your state has established a different time frame.

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Assessments are selected to measure the child's specific educational needs and strengths.

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The evaluation must consist of a variety of tools. No single measure can determine if a child is eligible for special education.

The evaluation conference and the eligibility meeting can take place at the same time.

"I wish I had known from the beginning that being assertive doesn't necessarily mean being a witch. You really do catch more flies with honey than you do with vinegar."

Adriana, mom to daughter with Down syndrome and visual impairments, Ft. Huachuca, AZ

parent
to parent

A child's eligibility for special education and related services is based on established criteria. The IDEA identifies thirteen disability categories under which a child may be determined to be a child with a disability. The following disabilities qualify children who, because of their disability, require special education to benefit from their educational program:

- intellectual disability
- hearing impairments (including deafness)
- visual impairments (including blindness)
- deaf/blindness
- speech-language impairments
- emotional disturbance
- autism spectrum disorders
- traumatic brain injury
- orthopedic impairments
- specific learning disabilities
- developmental delays (typically for children between three and nine years of age)
- other health impairments
- multiple disabilities

Although each state, as well as the DoD, has its own categories and definitions for these disabilities, they must all follow IDEA regulations.

Individualized Education Program

If your child is determined to be a child with a disability under the IDEA and needs special education and related services, you and the school will develop an IEP. The IEP is a written plan outlining the specially designed instruction, including related services, required for your child to succeed in his or her education program. Although some states may have different timelines, IEPs are typically developed within thirty calendar days after it is determined that your child has a disability requiring special education and related services as listed in the IDEA.



Be actively involved in the IEP meeting to identify your child's annual needs, services and goals.

What Is in an Individualized Education Program?

By law, the IEP must include the following information about the child and the educational program designed to meet his or her unique needs:

- a description of the child's current level of academic achievement and educational performance
- annual goals that the child can reasonably accomplish in a year
- special education and related services to be provided to the child
- the extent to which your child will participate with children in general education classes or school activities
- what modifications, if any, will be made in state- and district-wide tests; if it is determined that your child's participation in these tests is inappropriate, the IEP must explain why and must describe an alternate form of testing
- dates for when services will begin and end, and where services will be provided
- transition services needs for children over sixteen years of age (or younger, if appropriate), outlining the courses he or she needs to take to reach his or her post-secondary goals
- a description of how the child's progress will be measured and how progress will be reported to the parents

In addition, your child must be informed of any rights that may transfer to him or her one year before reaching the age of majority at eighteen.

Who Attends the Meeting?

The following people must attend the IEP meeting: the parent, a teacher from the child's general education class (if the child is or will be in a general education classroom), a special education teacher, and an administrator who is knowledgeable about special education and the general curriculum and who can also commit school resources. Sometimes, specialists and other educators attend. It may be appropriate

The presence of a disability does not automatically qualify a child for special education services under the IDEA. The need for such services must be supported by the evaluation of the child.

Checklist for Eligibility and IEP Meetings	
✓	A list of questions you have developed over time
✓	Copies of prior evaluations
✓	Records from Early Intervention Services, if your child participated
✓	Pertinent medical reports, if appropriate
✓	Paper and pen to take notes
✓	A friend or family member for moral support if needed

Suggestions for Organizing an IEP Notebook

Supplies:

- ✓ Three ring notebook
- ✓ Three hole punch
- ✓ Highlighter
- ✓ Sticky notes
- ✓ #10 envelopes
- ✓ Stamps
- ✓ Dividers for binder
- ✓ Calendar
- ✓ Phone log

1. Request a complete copy of your child's school records. See the form letter on [page 2:19](#).
2. Start a photo record of your child by adding a school picture to the record each year.
3. Label dividers and organize information in the following way:
 - Assessments
 - Individualized Education Program
 - Report cards/interim reports
 - School health records, immunizations
 - Discipline records
 - Calendar
 - Phone log
 - Correspondence to the school system
 - Correspondence from the school system
 - Addresses
 - Name and contact information for service providers and agencies

for the child to attend, especially as parents begin to plan their child's post-secondary transition.

As a parent, you bring a very important perspective to the IEP meeting. You know your child and your knowledge helps the school create an IEP that will work best for your child. You may bring a family member or a friend to the meeting. It is a good idea to explain this person's role during the meeting (e.g., another viewpoint on the child, moral support, and/or another set of eyes and ears).

Preparing for the Meeting

At your child's IEP meeting, the school will discuss areas of concern and develop annual goals based on your child's identified strengths and current skills. The IEP will include strategies the school will use to determine whether your child has made progress in reaching those goals.



The Individualized Education Program cannot be a general statement about what your child should accomplish in a year. It must be a detailed document that identifies your child's areas of need and describes how the school will meet these needs, the time frame involved, and the method that will be used to measure your child's progress.

To prepare for this IEP meeting and future meetings, it is a good idea to take a little time to organize your child's school records. Many parents create an IEP notebook, which is kept up to date with copies of past evaluations, past IEPs, and correspondence with the school. If creating a notebook seems overwhelming right now, be sure to have a designated folder for all special education paperwork until you have time to create a notebook.

If the school presents you with a completed IEP before the meeting, consider it a draft and refer to it during the meeting. Keep in mind that you have the right to participate in the development of your child's IEP.

Managing Emotions

All parents want the best possible education for their children and it can be distressing to realize a child needs special education services to progress in the education program.

As you walk into the meeting that determines your child's eligibility for special education services, be aware of your emotions. You may be feeling worried, nervous, or even defensive. Try to put these feelings aside in this and subsequent meetings.

Focus on goals you have for your child. Be a good listener and let the other meeting participants know you understand their perspective. Acknowledging their perspective does not mean you agree with them.

If someone says something you do not understand, either about your child or the procedures used to determine eligibility for special education services, do not hesitate to ask for clarification. You are absorbing so much and it can be overwhelming. If you still do not understand, ask again.

Write down your thoughts about your child before going into the meeting. Include what you know about your child's learning style and other information that may be helpful to the team. The information you provide about your child will be included in the evaluation record.

Writing an Effective Plan — Focus on Your Child's Needs

This is another time when emotions can run high because your child's education is so important. Remember to keep the focus on your child's needs. When possible, have educational options for your child already in mind. If you feel resistance to your ideas, suggest trying a new idea for eight weeks to see how it works. Look for common ground and be sure the others in the room know you are trying to understand their point of view. Remember that a pleasant attitude often makes the meeting more productive. Be sure to thank those who have been helpful.

When talking to school staff, you will be most successful when you keep your cool, stay positive and clear about your goals, and keep the focus on meeting your child's needs.

"I never go in there alone. The most productive IEP meetings have been the ones where I have had the necessary moral support."

Isabel, mom to son with autism, Quantico, VA

Modifications and Accommodations

For many children with a disability, appropriate accommodations and modifications made to his or her instruction and other classroom activities can make the learning experience more successful. Accommodations and modifications are based on the individual needs, learning style, and interests of the child. They provide the child with the tools necessary to access the general curriculum and other learning materials and activities, and to demonstrate what he or she has learned.

Modification is a change in what is being taught to or expected from the child. Making an assignment easier so the child is not doing the same level of work as other children is an example of modification.

Accommodation is a change that helps a child overcome or work around the disability. Allowing a child who has trouble writing to give his or her answers orally is an example of an accommodation. The child is still expected to know the same material and answer the same questions as fully as the other children, but he or she does not have to write answers to show he or she knows the information.

Related Services

To help your child benefit from special education, he or she may receive related services. Related services are specific support services provided to children with disabilities to help them be successful in their instructional programs. A child's need for these related services is assessed through the evaluation process and involves providers who have specialized knowledge in a specific area. The special education committee determines whether your child needs a related service based on the evaluation results. Any such services will be included in the IEP.

Related services are provided at no cost to you and may include, but are not limited to, the following:

- assistive technology device — any piece of equipment that improves a child's ability to communicate, to be independent, and to learn (e.g., an augmentative communication board or computer software)
- assistive technology service — any service that directly assists the child in the selection, acquisition, or use of an assistive technology device
- audiology — services to identify children with hearing loss and to help with language improvement, speech, lip reading, conversation, or the appropriate use of hearing aids



The school may bring a draft Individualized Education Program to the meeting. The draft is the starting point for discussions about the school's plan to provide services to help your child.

- counseling — to improve a child’s behavior, self-control, and self-esteem
- medical — evaluative, diagnostic, therapeutic, and supervisory services provided by a licensed and/or credentialed physician
- occupational therapy — activities focused on fine motor skills, such as writing, sorting, eating, and other skills that assist in improving daily life
- orientation and mobility — services provided to blind or visually impaired children to enable them to attain orientation to and safe movement within their environments in school, at home, and in the community
- parent counseling and training — services to help parents understand how their child is developing
- physical therapy — activities focused on gross motor functioning (i.e., large body movements like sitting, standing, and moving)
- psychological — services to assist children and adolescents in their learning, growth, and development by providing supportive services to help them meet academic and emotional changes
- rehabilitative counseling — independence training, employment preparation, vocational training, and integration into the workplace
- school health services — nursing services necessary to assist a child in benefiting from his or her educational plan (e.g., administering medication, providing assistance with catheterization, or breathing therapy)
- social work — provides group or individual therapy and helps with problems in the child’s home that may affect the child’s adjustment in school
- speech and language — diagnoses speech and language disorders, provides therapy, and counsels parents and teachers regarding speech problems
- transportation — services necessary to enable a child with a disability to receive special education and related services when prescribed by the child’s IEP

Inclusion refers to the schools intent to educate students with disabilities in a regular classroom whenever possible.

Placement and the Least Restrictive Environment

Placement refers to the setting in which a child will be educated, including the school, classroom, and related services, and how much time the child will spend with children who are not disabled. The details of your child’s placement should be clearly defined in the IEP. An integral part of the IDEA is the concept of the least restrictive environment (LRE). This means that a child with a disability should be removed from the general education classroom only when the child’s disability makes it necessary to do so.

Placement Options

School systems are required to provide a range of placement options to ensure differing needs can be met. This spectrum of placement starts with the general education classroom, moving to time in a resource room or “pull out” classes for certain subjects, self-contained classrooms with only special education students, a private school, and finally to residential placement. Figure 2-2 depicts the placement options within the special education system. Once you know which specific services your child will need, you can address the question of where these services should be provided. The focus is on how to best educate your child in the LRE. LRE also indicates that, whenever possible, your child should be educated in the neighborhood school he or she would normally attend unless the IEP requires another arrangement. When appropriate placement cannot be provided by the public school system, a private day or residential school must be paid for at public expense.

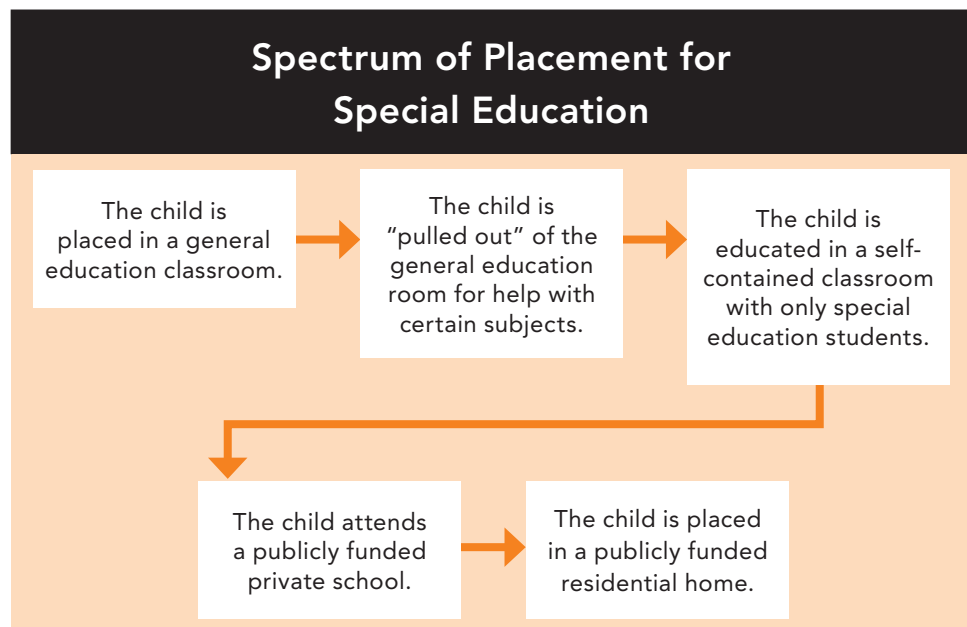


Figure 2-2: Spectrum of Placement for Special Education

Are You Satisfied with the Individualized Education Program?

If you agree with the IEP, sign it to show you accept the plan and give your consent for the provision of services. If you have questions and are not yet comfortable signing the IEP, you can ask for additional time to consider the plan. You may want more information about the services and should request another meeting. At this meeting, you have the following options:

- You can sign the IEP as written, giving your consent for the school to provide the agreed upon services.

- You can identify and give consent for services for which you agree and indicate those services which you do not support. Your child will begin to receive the agreed upon services. You and the school may decide on a period of time to observe and gather more information about your child's progress to determine if he or she is receiving a FAPE without providing the service. After this time period, you will meet with the IEP team to discuss your child's program and the services you did not agree to at the initial IEP meeting. The IEP team may agree to provide the service and then implement the IEP as written, or the IEP team may modify the IEP and remove the service. If there is a disagreement between you and the school about the need for the services, you may pursue resolution strategies described in [Module 5, *Advocating for Your Child*](#).
- You can decide not to sign the IEP and request informal or formal collaborative strategies to resolve disagreements. These strategies are described in [Module 5, *Advocating for Your Child*](#).

Finally, You Have a Plan

Now that you have a written plan and a comfortable routine for your child, it is a good idea to give your child's teachers a little time to implement your child's program. Once the program is running smoothly, you may want to establish a collaborative system between yourself and the teacher for communicating about your child's academic, behavioral, and social activity in the classroom. Some parents and teachers stay in touch by way of a notebook passed back and forth everyday or weekly, by telephone, by email, or by frequent conferences. Some combination of the above is probably best. Be as positive as you can be and let the teacher know you appreciate the work done on your child's behalf.

Annual Review

Once a year, the school system is required to review your child's IEP. This is called the annual review. Your school system is required to notify you in writing of this meeting and who will attend. At least three people should attend the annual meeting: the parent, the teacher, and a representative of the school system who is authorized to commit school resources. If your child spends time in general education classrooms, at least one general education teacher must attend. In addition, specialists such as the school psychologist, an occupational therapist, or the school nurse may attend. The meeting should be at a time and place that is convenient for you.

As with the evaluation conference and the eligibility meeting, have your thoughts, ideas, and questions written down before the meeting begins. You may want to bring a family member or friend who has seen your child progress.

For more information about moving with a child with special needs while in the military, see [Module 4, Families in Transition](#).

Triennial Review

The IDEA requires that a child with a disability be reevaluated every three years, or more frequently if necessary, to determine if he or she continues to meet the criteria for a child with a disability under the IDEA and continues to need special education and related services. The emphasis of the reevaluation is to measure the effectiveness of your child's IEP and to evaluate the child's progress and instructional needs. The reevaluation answers the following questions:

- What are the child's present levels of performance and educational needs?
- What, if any, additions or modifications are needed to help the child meet his or her IEP annual goals and to participate, as appropriate, in general education curriculum?
- Does the child continue to be a child with a disability as determined by the IDEA?
- Does the child continue to need special education and related services?

If the parent or the school suspects any new areas of disability other than the one under which the child was originally found eligible for special education, the school will develop an evaluation plan to assess the child for eligibility under the new, suspected disability.

What if You Disagree?

[Module 5, Advocating for Your Child](#), provides more detailed strategies for taking action if you do not agree with your child's identification, eligibility, or IEP.

Moving with an Individualized Education Program

The IDEA requires schools to provide comparable services to children with an IEP when they transfer within the same state or to another state. Comparable services are services that are similar or equivalent to the services outlined in the incoming IEP.

Children Who Transfer Within the Same State

When a child with a disability transfers school districts within the same academic year, enrolls in a new school, and has an active IEP from



If you move to a new state in the middle of the school year, the gaining school must provide a free and appropriate public education, including services comparable to those documented in the previous school's IEP until the new school conducts an evaluation and develops a new IEP, if appropriate.

another school in the same state, the school will provide a FAPE including services comparable to those described in the incoming IEP. Services will be provided until such time that the school adopts the incoming IEP or develops, adopts, and implements a new IEP that is consistent with federal and state law.

Children Who Transfer Outside of the State

When a child with a disability transfers school districts within the same academic year, enrolls in a new school, and has an active IEP from another state, the school will provide a FAPE including services comparable to those described in the incoming IEP. Services will be provided until such time as the school conducts an evaluation to determine the child's eligibility for special education according to local criteria, and develops and implements a new IEP that is consistent with federal and state law.

Records

Many school systems keep two types of records:

- cumulative file — contains report cards, standardized test scores, teacher reports; you can get a copy of this through your school office

Note that privacy restrictions prohibit DoD schools from including a child's IEP in their cumulative file.

- confidential file — includes all written reports about your child's evaluation, including the IEP, if your child is already in special education, and summaries of evaluation team meetings and a record of correspondence with the school; this may be kept at the school or in an administrative office.

Ask your school system about the procedure for receiving copies of any of these files. If you request copies of your child's records, the school must provide them, but there may be a charge for copying them. You must request a copy of your child's records in writing. A sample School Records Request form is provided at the end of this module.

For More Information

Read or download the other modules of this Parent Tool Kit at www.militaryhomefront.dod.mil/tf/efmp/toolbox:

- [Module 1, Birth to Age Three](#)
- [Module 3, TRICARE® Health Benefits](#)
- [Module 4, Families in Transition](#)

- *Module 5, Advocating for Your Child*
- *Module 6, Resources and Support*

Department of Defense Education Activity

The Department of Defense Education Activity (DoDEA) plans, directs, coordinates, and manages education programs for children who attend DoD schools. DoDEA consists of the dependents schools (DoDDS) located overseas, and the domestic dependent elementary and secondary schools (DDESS) located in the United States and its territories. DoDEA provides education to eligible DoD military and civilian dependents from pre-kindergarten through twelfth grade. For more information, visit www.dodea.edu.

Parenting Advice

The National Dissemination Center for Children with Disabilities (NICHCY) offers a wealth of information in both English and Spanish. To learn more about special education services for children with special needs, visit their website at www.nichcy.org.

HOMEFRONTConnections, a DoD social networking site, provides a secure place where military family members with special needs can meet and interact online to share experiences, post pictures and videos, write blogs, and create discussion boards. Join an existing group or create your own. Visit <https://apps.mhf.dod.mil/homefrontconnections>.

Your Rights/Advocacy Information

You can access a state by state list of protection and advocacy agencies, as well as information on advocacy strategies, through MilitaryHOMEFRONT at www.militaryhomefront.dod.mil/tf/efmp/resources. Click on “State Resources” and choose the link for your state.

Another resource is your state’s Parent Training and Information (PTI) Center. Each state has a minimum of one PTI Center designed to serve families of children and young adults from birth to age twenty-two with all disabilities. Centers may provide information, training, referrals, and advocacy services to assist parents in obtaining needed resources within their communities. To locate the PTI Center in your state, visit www.militaryhomefront.dod.mil/tf/efmp/resources. Click on “State Resources” and choose the link for your state.

For more information about the IDEA, go to <http://idea.ed.gov>.

Sample | Request for Special Education Evaluation

Date: _____

Director of Special Education/Principal

School District

School

Re: (Child's Name) _____

Date of Birth: _____

Dear _____ :
Director of Special Education/Principal

I am writing to refer my child to the committee on special education. I am requesting a special education assessment in all areas of suspected disability and specifically in the following areas: _____

Some of my concerns are based on _____

If the school district agrees to evaluate my child, I understand I will be presented with a written evaluation plan within fifteen days and that the plan will identify for me the tests to be given, dates for the tests, the names of the persons who will administer the tests, and explanations of the tests and their purposes.

Sincerely,

Parent/Guardian Signature

Parent/Guardian Printed Name

Address

City, State, Zip Code

Telephone Number

Received by: _____ Date: _____

Sample | Request for Independent Education Evaluation

Date: _____

Director of Special Education/Principal

School District

School

Re: (Child's Name) _____

Date of Birth: _____

Dear _____ :
Director of Special Education/Principal

I am requesting an Independent Education Evaluation because I believe the results of my child's School District Assessments are inaccurate or incomplete. I do not believe they are sufficient to guide the Individualized Education Program process to an appropriate identification of disability, services, or placement.

On my child's current assessments, I disagree with _____

Sincerely,

Parent/Guardian Signature

Parent/Guardian Printed Name

Address

City, State, Zip Code

Telephone Number

Received by: _____ Date: _____

Sample | Request for Records

Date: _____

Director of Special Education/Principal

School District

School

Re: (Child's Name) _____

Date of Birth: _____

Dear _____ :
Director of Special Education/Principal

I am developing a personal home file for my child's special education information. I am requesting a complete copy of all school records (cumulative and confidential) within the school district that contain my child's name, _____.

Please include copies of all evaluations and actual test scores, the cumulative record, health record, discipline record, psychological record, confidential record, assessments, Individualized Education Program, and Teacher Record.

If the school district charges a fee for this service, please alert me as soon as possible. If you have any questions about my request, contact me at _____.

Sincerely,

Parent/Guardian Signature

Parent/Guardian Printed Name

Address

City, State, Zip Code

Telephone Number

Received by: _____ Date: _____



Notes

[illegible]